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ABSTRACT

This book tells the stories of two young male first-grade teachers in an urban public school. From the perspective of a white male teacher, the book describes the complexities of establishing a personal and professional relationship with a co-teacher of different ethnicity (Hispanic American) and somewhat different philosophy, and the difficulties in understanding and improving the shared classroom. The co-teaching, job sharing arrangement was initiated by the teachers when they were graduate students who wished to teach, but could only work part-time. The class they taught was more than half African American, with mixed race and Hispanic students represented. Their school year illustrates many challenges and rewards in teaching. Many of their experiences point out ways in which educational reform could help, such as the elimination of standardized testing at the first-grade level. They point out that school reform will only be truly valuable if it matches the specific contexts and situations of teachers, students, and families. Teaching and learning in the urban setting depends on the overall quality of human interaction in the classroom. (SLD)

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